



## METADATA

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## Abstract

The use of digital technology in Education in student-centered and mainly group teaching settings, which are based on group and cooperative instructional models, configures a momentum during the teaching process, which yields positive learning results and positive attitudes. The book aims at active and collaborative learning and the construction of knowledge. It concerns both the way of teaching, namely teaching techniques that every primary, secondary and University teacher has to use, as well as the effective use of the available technology, as the technological pedagogical content knowledge proposes. The book is organized along two parallel axes. One axis concerns the theoretical presentation of eleven selected instructional techniques and a model, the "Flipped Classroom", and their implementation with the use of digital technology. The second axis concerns the topics that are presented as examples

during the application of the above instructional techniques and refer to knowledge, which constitutes a basic background for the Educators. The topics deal with theoretical issues related to teaching and learning, as well as to certain examples from Sciences and Information Technology. The combination of these two axes appears in each chapter of the book. The three introductory theoretical chapters, refer to didactic and teaching issues, the pedagogical use of digital technology, cooperative and collaborative teaching. At the end of the book, a chapter on STEM education is listed, as well as a final chapter, which refers to the qualitative assessment of learning outcomes, the SOLO taxonomy, since assessment is an embedded part of the educational process. The book closes with an appendix, which includes some of the icebreaker games, for students and other adults, aiming at group work.

